DOCUMENT RESUME

ED 189 570 CS 005 551

TITLE How to Reinforce Reading through Health, Physical Education and Recreation.
INSTITUTION Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
PUB DATE Jun 76
NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Content Area Reading; Educational Games; Elementary Secondary Education; Health Education; Inservice Teacher Education; *Learning Activities; *Physical Education; Reading Comprehension; *Reading Instruction; Reading Materials; Reading Skills; Word Recognition

ABSTRACT

Intended for use in inservice workshops for health and physical education teachers, this guide contains suggestions designed to help these teachers integrate the teaching of reading skills into their curricula. Sample activities are provided to demonstrate how the physical education teacher can use different methods and strategies to help students extend their vocabularies and reinforce their reading comprehension. Suggested activities include using games and puzzles; working with lists of frequently used and rarely used words; finding hidden and missing words; developing visual recognition and comprehension; and learning special archery terms. A checklist of study skills, a teaching model for beginning volleyball, and a sample test are also included. (Author/FL)

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HOW TO REINFORCE READING THROUGH HEALTH PHYSICAL EDUCATION AND RECREATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE HEALTH PHYSICAL EDUCATION AND RECREATION UNIT

ALABAMA STATE DEPARTMENT OF EDUCATION

JUNE 1976

CS005551

INTRODUCTION

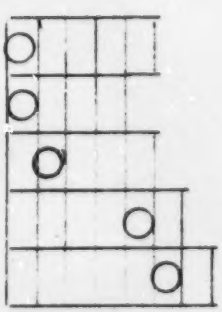
Although the areas of health, physical education, and recreation are sometimes thought of as being activity rather than subject matter oriented, word recognition and reading comprehension have an important role to play in the curriculum. It is important for the student to comprehend what is read, associate the words and concepts with both mental and physical experiences, and to develop a vocabulary that enables the individual to express himself or herself verbally and in writing in relationship to health, physical education, and recreation. Physical activity provides us with another avenue for teaching students who may or may not have accomplished these objectives in other school subjects.

WORD RECOGNITION

"Word recognition" means that a person has the ability to perceive the configuration of a work and "recognition" carries with it the implication that the person has encountered the word in the past and that there is a degree of familiarity with the word. It is the responsibility of the physical education teacher to develop a list of words that convey special meanings for physical education and for extending the vocabulary of the student. For example, words such as "movement exploration" and "perceptual-motor activities" are words that emphasize more specific kinds of activities than the general term "physical education" would denote. The skills involved, however, might be the same for all three areas.

The use of context clues, suffixes, prefixes, word roots, compound words, and the dictionary enable students to become more proficient in recognizing words and comprehending their meaning. The following sample activities are methods or techniques which illustrate how the physical education teacher might employ some of these concepts to make word recognition challenging, enjoyable, and a meaningful learning experience for students:

RECREATION WORD SCRAMBLE



RTASD

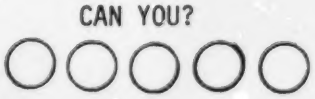
MPAC

ADCRS

IKSNGI

BERSIFE

CAN YOU?



Answers:

Darts
Camp
Cards

Skiing
Frisbee
Dance

PHYSICAL EDUCATION/RECREATION ACTIVITY PUZZLE

R A P C L L A B D N A H
F A I R W A Y T N U H T
L L N O Y A L E R V J R
O L S Q U A S H O O T G
G A V U R D B I G L B N
S B S E L A C T K L O I
B T D T E N N I S E W E
A F R A R C H E R Y D O
D O A A P E C S V N A N
M S C Z C O Y N I L R A
I C N S E D C R A F T C
N H I U M Q L G X N S A
T E F I G N I L W O B S
O S W J R S N V R C U T
N S K I I N G N I K I H

The following words or activities relating to physical education/recreation activities may be found in the puzzle above. Search the vertical, horizontal, or diagonal lines and circle the words as you find them.

1. Golf
2. Fairway
3. Croquet
4. Squash
5. Tennis
6. Raft
7. Shoot
8. Canoeing
9. Hit
10. Volley
11. Dance
12. Hiking
13. Skiing
14. Badminton
15. Archery
16. Hunt
17. Cycling
18. Swim
19. Bowling
20. Gun
21. Softball
22. Chess
23. Jog
24. Craft
25. Fish
26. Cards
27. Nock
28. Handball
29. Darts
30. Cast
31. Par
32. Pin
33. Cart
34. Bow
35. Relay

BASEBALL GAME

This game can be played as a review of the definition of words that are pertinent to the physical education subject matter covered. This technique is a method of defining words that otherwise might not be mastered in the ordinary class setting.

The class is equally divided into two teams. The teacher then draws a baseball diamond on the blackboard with a scoring bracket above or below the diamond and challenges the students with words or terms that allow them to express what they have learned. When challenged, each student responds by identifying the sport with which the word is associated and then giving the correct definition.

The degree of difficulty of each word will be classified as a single, double, triple, or home run with the latter being the most difficult. A student gets on base and advances according to the rules of baseball. When a team misses three words or terms, the team is "out" and they change sides. At the end of nine innings, if one team is ahead, it is the winner. Extra innings may occur in case of a tie.

The following words or terms are drawn from the team sports track and field, touch football, basketball, volleyball, and softball. They are classified by the degree of difficulty as singles, doubles, triples, and home runs:

Singles	Doubles	Triples	Home Runs
Curve	Javelin	Pursuit Relay	Brush Block
Passing	Rebound	Starter	Staggered Start
Punt	Hook Pass	Fair Catch	Anemometer
Bat	Take Your Mark	Passing Zone	Spike
Glove	Triple Jump	Caught In A Chase	Full Count
Mitt	Center Stance	Rotate Players	Shoestring Catch
Chest Pass	One-Step Kick	Bottle Bat	Trapping The Ball
Mask	Underhand Serve	Knuckle Ball	Dunking The Ball
Pole	Hurdle	Fungo	Forward Lateral
Dribble	Baton	Bump	Oblong Spheriod

SCOREBOARD

HOME						
VISITORS						

A SAMPLE LIST OF WORDS FREQUENTLY USED IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

HOW MANY DIFFERENT MEANINGS CAN YOU THINK OF FOR THESE WORDS? DO YOU MAKE AN EFFORT TO SEE THAT YOUR STUDENTS UNDERSTAND AND RECOGNIZE THESE WORDS AS YOU USE THEM IN YOUR TEACHING? FOR EXAMPLE, HOW MANY DIFFERENT MEANINGS CAN YOU GIVE FOR THE WORD "FIELD"?

ability
above
abrasion
accident
activity
adaptive
address
aerobic
agility
ahead
aim
air resistance
align
alternate
anaerobic
analyze
apparatus
appeal
applaud
application
appraisal
approach
area
athlete
attitude
aquatics
automatic

backward
balance
basal support
basic movement
bat
beat
behind
bend
blister
block
body build
body function
body mechanics
bounce
boundary
bracket
buoyancy

calisthenics
caloric balance
captain
cardiovascular
carry-over-value
catch
center of gravity
challenge
challenge course
champion
character
chart
chase
check
cholesterol
circuit training
circular motion
circumference
climb
coach
coeducation
combative
combination
competition
composition
conceptualize
condition
contact
contour
control
coordination
cramp
crawl
creative
crisscross
cross
crouch
curl

dance
dart
dash
defense
define
demonstrate
depth perception
diagonal
diagram
diet
dimension
dip
direction
discuss
distance
distort
dizzy
dodge
downward
dribble
drill
drive
drop
dual sports

effort
elimination
emotion
endurance
energy
equilibrium
equipment
evaluate
expenditure of energy
exercise
experience
exert
explain
extend
extracurricular
extramural

facility
fair play
fall
fatigue
feel
field
first aid
flexibility
float
focus
follow through
force
form
forward
fracture
free play
friction
fun
function

game
goal
graceful
grasp
gravity
grip
grounder
gymnasium
gymnastics

habits
hang
hazard
healthy
hit
hobby
hold
hop
horizontal
hygiene

illness
illustration
imagination
implement
improve
improvise
individual differences
infection
inflamed
infringement
initiate
injury
interscholastic
intersquad
intramural
invert
irregular
isometric
isotonic

joy
jump

kick
kinesthetic sense

label
laceration
land
leader
lead-up
leap

leisure
length
leverage
lifetime sports
lift
line
locomotor movement
loser

mass activity
massage
measure
menstruation
mental picture
method
mimic
moderate
modified
motion
motivation
motor skills
mount
muscle
music

natatorium
nauseous
nutrition

obese
objectives
observation
obstacle course
offense
official
outdoor education
outline
out-of-bounds
overload

parallel
participation
pass
pattern
peer evaluation
penalty
perceptual motor
perimeter
peripheral vision
physical fitness
physician
physique
pitch
pivot
play
play day
play off
poise
position
power
precaution
press
pressure
protection
psychological
push-off
push-pull
putt

quick
quiet

radius
raise
rapid
reach
reaction time
read
rebound
record
recreation
referee
reflex
relaxation
relay
repetition
respiratory
respond
rest
return
reverse
ribbon
risk
rock
roll
rotate
routine
rules
run

safety
scatter
score
scorekeeper
segment
self-expression
self-image
self-testing
serve
sequence
shot
sideward
simultaneous
skill
skip
slide
speed
spontaneous
sportsmanship
spot reducing
sprain
stability
stamina
stationary
stance
stand
station teaching
straddle
strain
strategy
strength
strenuous
stretch
strike
strive
substitute
sway
swing
swollen
symmetry

target
task
teamwork
technique
test
throw
timer
timing
tone
toss
touch
tournament
train
transfer
transport
turn
twist

umpire
under
uniform
upward

values
vary
velocity
vertical
victory
visualize
volley

walk
warm-up
weight control
workout

zig-zag

COMPREHENSION SKILLS

Sports and recreational activities receive a top rating in student interest and therefore reading assignments in these areas will encourage reading for personal enjoyment. Besides contributing to the total program, additional reading and comprehension in physical education will not only develop the knowledge and appreciation for a variety of sports, but it can be a means of developing individual physical skills as well.

The following suggestions and sample activities are designed to reinforce reading comprehension through health and physical education. However, the same kinds of activities may be adapted to most any phase of the curriculum.

I. Teacher activities

A. Compile a reading list for students wishing to obtain additional information concerning health and physical education for their classes as well as for personal and recreational reading.

B. Provide audiovisuals (diagrams, charts, posters, film, etc.) and other resource material that will enhance the students' ability to comprehend fully the material they wish to learn.

C. Visual aids--especially bulletin board displays---are of great assistance in fostering interest in books, words, rules for games, sport highlights, or orientation for new sports. Skill charts, technique charts, diagrams, posters, action pictures, newspaper items, and cartoons can all be utilized to augment comprehension. These aids extend what is covered in class and will serve as a supplement to reading assignments.

D. Cooperate with the librarian in making certain that students have a list of the publications concerning health and physical education and in requesting additional books for these areas that will be meaningful to students and helpful to you in reinforcing what is taught.

E. Determine the technical vocabulary that should accompany the various topics to be taught and assist the students in mastering those that are essential. A pictoral dictionary would be of great assistance.

II. Student activities

A. Select an article from a sports magazine and list the words that tell the following:

1. Who
2. When
3. Where
4. How
5. Which one
6. What kind
7. How many
8. Why

B. Read a chapter or article on your favorite recreational activity and determine the five or six key sentences or main ideas that the article is trying to portray.

1. Arrange the sentences in the order they occurred.
2. Which sentence or idea was the most important.

C. Read an article on some sport activity or skill. Using the reading material, as well as past experience, accomplish the following:

1. Write a set of directions for performing the skill.
2. Give the instructions to a fellow student and see if he can perform the action.
3. Discuss and evaluate the clarity of the directions.

D. Read some stories about famous sports figures and make the following generalizations:

1. What was there about the individuals you read that helped to make him or her famous?
2. Can you name one characteristic which all of these individuals had in common?
3. Do you think that characteristic had anything to do with their success?
4. What are some characteristics which you think would help to make a person famous or successful?
5. Do you think most famous people make the world a better place in which to live? Explain your answer.

E. Evaluate your reading comprehension by performing the following activities:

1. Can you tell what purpose the author had in mind?
2. Does the author use good arguments to support his ideas?
3. Can you find more about the subject in other sources?
4. Can you find anything to add to what the author has said on this subject?
5. Do you agree with the author?
6. Would you change anything the author has written? Explain.

F. Challenge yourself by working or reading through these game-type activities:

SAMPLES OF INTERESTING AND RARELY USED WORDS

Listed below are a few of the more than 250 things which people have been found to be abnormally afraid of, and the medical names for the phobias. After reading the list, do you think you will comprehend the meaning of a word ending in phobia when you read it in the future?[1]

Storms.....	Astraphobia	Night.....	Noctiphobia
Blood.....	Hematophobia	Ridicule.....	Categelophobia
Disease.....	Pathophobia	Being stared at....	Ophthalmophobia
Fire.....	Pyrophobia	Strange people.....	Zenophobia
Needles.....	Belonephobia	String.....	Linonophia
Books.....	Bibliophobia	#13.....	Treskaidekaphobia
Cats.....	Ailurophobia	Work.....	Ergophobia
Confined spaces....	Claustrophia	Fear.....	Phobophobia
Heights.....	Acrophobia	Everything.....	Panphobia

[1] Current Health. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois, 60040, 1975.

FIND THE HIDDEN WORD

The object of the following puzzle is to find the answers to four clue statements in the sentences below. The words you are searching for are defined in the first four sentences but hidden in the sentences opposite. Read the second set of sentences carefully and underline the hidden word. (The words are not obvious.) Do you understand its meaning? [2]

Example:

1. A headpiece worn by a king.	1. My pet crow never learned to talk.

Clue statement:

1. An abnormal growth of cells in the brain that may cause severe headache.	1. The principal datum or fact used was from the dictionary.
2. A commonly used over-the-counter remedy for headache.	2. Tom is aspiring to become a professional boxer.
3. One thing all headaches have in common.	3. I saw papa in the grocery store yesterday.
4. A common disease that often begins with a headache and causes nausea.	4. Mike was so affluent he often gave money away.

Answers:

1. datum or
2. aspiring
3. papa in
4. affluent

HEALTH DOODLES

Be a health doodler! Draw a health-related word in a way that illustrates its meaning.

[2] Current Health. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois, 60040.

MISSING WORDS

By filling in the missing words, complete the statement: The key to curing cancer is _ _ _ _ _ _ _ / _ _ _ _ _ _ _ _ _ _ _ _ _ _ _. [3]

_ □ _ _ _ _ _ 1. A non-cancerous tumor is _____.

_ □ _ _ _ _ _ _ _ _ _ 2. A term for any cancer-causing substance.

_ □ _ _ _ _ _ 3. A common site of cancer in women.

_ _ □ _ _ 4. Cancer is an abnormal growth of _____.

_ _ _ _ _ □ 5. A test for cancer in which tissue is removed and examined.

_ _ □ _ _ _ _ _ _ 6. A treatment for cancer which destroys cells without removing them.

_ _ _ _ _ □ _ _ _ _ 7. Some types of cancer are _____ (run in families).

_ _ _ □ _ _ _ _ _ _ 8. Spread of cancer from one organ to another.

_ _ _ _ □ _ _ _ _ 9. A tumor that is cancerous.

_ _ _ □ _ _ 10. _____ in a wart or mole may be a sign of cancer.

_ □ _ _ 11. Another danger signal of cancer is a _____ that does not heal.

□ _ _ _ _ _ _ 12. A treatment for cancer in which the tumor is removed.

_ _ _ _ □ _ _ 13. A habit that causes lung cancer.

□ _ _ _ _ _ _ _ 14. Over-exposure to _____ can cause skin cancer.

Answers:

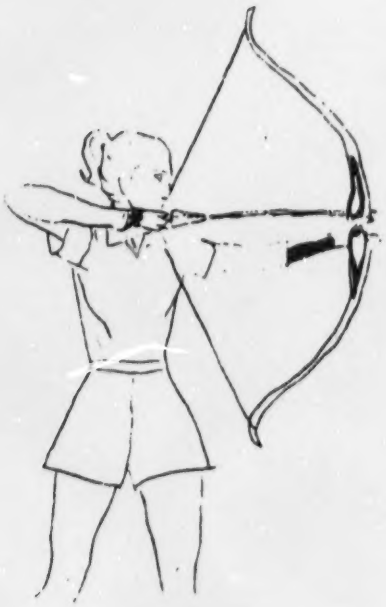
1. Benign
2. Carcinogen
3. Breast
4. Cells
5. Biopsy
6. Radiation
7. Hereditary
8. Metastasis
9. Malignant
10. Change
11. Sore
12. Surgery
13. Smoking
14. Sunlight

[3] Current Health. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois, 60040.

VISUAL WORD RECOGNITION AND COMPREHENSION

Shooting Steps

Aim
(sight method)



at full draw--string down center of bow

close eye on same side as bow arm

place bead (pin head) on center of gold, for correction move pin the direction of the arrow, up for high arrows--down for low arrows

sight on same side as the arrow

ARCHERY TERMS

The following is a sample of the words and terms that could be utilized in a physical education archery unit. How many do you know? [4]

Address	Drawing arm	Lady paramount	Shaft
Aim	Drift	Laminated bow	Shaftment
Anchor point	Eye	Limbs	Spine
Arrow rest	Field arrow	Line of sight	Stance
Back	Fistmele	Longbow	String
Backed bow	Flat bow	Loose	String fingers
Belly	Flight	Low strung	Tackle
Bow arm	Flying release	Nock	Target
Bowman	Follow through	Nocking the arrow	Target captain
Bow rack	Footing	Overdraw	Throwing
Bowyer	Grip	Pile	Timber hitch
Bracing the bow	Grouping	Range	Toxophilite
Broad head	Hand	Rebound	Underbowed
Cast	High strung	Recurved bow	Understrung
Clout	Hit	Reflexed bow	Vane
Clout shooting	Home	Release	Wobble
Creeping	Hunting	Round	
Crest	Jerking	Scattering	
Draw	Kick	Serving	

[4] Archery Technique Charts, American Alliance for Health, Physical Education, and Recreation, 1201 16th Street,N.W., Washington, D.C. 20036

STUDY SKILLS

It has been said that "learning is a private place, quite different for everyone." This insinuates that methods of study will also be different for individuals since they do not all learn in exactly the same manner. Even though this is understood, there are still certain techniques or procedures that facilitate one's ability to study. The following checklist not only allows the student to evaluate his own study skills, but also can provide suggestions for self-improvement:

Physical Education Reading and Study Skills	I do this well.	I need to learn more about this.
Can I --		
find the meaning of a word from the words in a sentence?		
recognize special words?		
use a glossary?		
read a chart or diagram?		
find the main ideas?		
read between the lines?		
discuss the basic vocabulary and concepts?		
give answers to questions about material I have read?		
locate additional information?		
develop interest and appreciation for a topic?		
evaluate the data in terms of point of view, opinion, author's qualification, and my own view?		

PHYSICAL EDUCATION TEACHING MODEL AND STUDENT ASSIGNMENT

The following approach could be used by physical education teachers in working with a class in beginning volleyball:

Session I

A. Have the students read the background material concerning the origin and the fundamentals of volleyball-as an alternate show a film or filmstrip.

B. Briefly discuss what has been read and have the students participate in drills and relays that demonstrate some of the terms such as volley, bump, serve, and spike.

Session II

A. Review briefly

B. Distribute to each student the basic rules and vocabulary for which he will be responsible. Allow them time to read it before going into the activity session. Let students work in small groups and give each group several words for which they are responsible for teaching to another group or to the class.

C. Continue drills, relays, and lead-up games that will emphasize the material covered.

Session III

A. Hold a brief review.

B. Play a game of volleyball

C. Distribute a "take home" skill test. Be certain that students can understand and recognize all of the words.

SAMPLE QUESTIONS FOR A WRITTEN TEST ON SKILLS

1. List those skills that are needed to play volleytall.

_____ _____ _____ _____

_____ _____ _____ _____

2. List the three types of serves which can be used in volleyball.

_____ _____ _____

3. Select one type of serve and describe how it is done.
feet _____
_____
knees _____
_____
general body position _____
_____
arm/hand movement _____
_____
point of contact on ball _____
_____
general desired flight of ball _____
_____

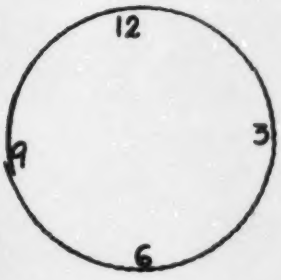
4. What is the best technique to play the ball from out of the net?
body position: _____
point of contact on ball: _____
desired flight of ball: _____

5. How should a player stand when waiting to receive the serve from the other team?
feet: _____ hands: _____
arms: _____ back: _____

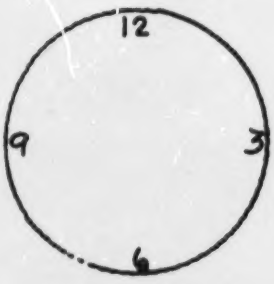
6. When returning the ball to the opponent, how should it be hit?
A. Type of hit _____
B. Describe the way it is done _____
   1. General body position: _____
   2. Hands: _____
   3. Arms: _____
   4. Knees: _____
   5. Feet: _____

7. Mark an "X" at the spot you would hit the ball when executing the following:

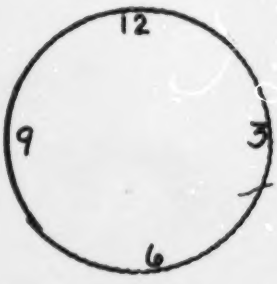
Bump, Dig, Underhand Serve



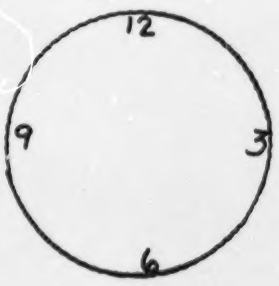
Sidearm Serve



Overhand Serve, Spike, Chop



Set-up, Pop-up



8. Name one volleyball skill you can demonstrate well enough to teach to someone else. Briefly describe how it is done and when it is used in a game.

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-11741/42-500-550-7-76AL